



District of Innovation Application

March 2013

Applicant Information

District Name:

Jackson Independent School District

Breathitt/District #272

Address:

940 Highland Avenue

County/District #

Street Address

Jackson

KY

41339

City

State

ZIP Code

Phone:

(606)-666-4979

Date of Application:

May 1st, 2013

Contact Person/Title:

Timothy D. Spencer, Superintendent

REQUESTED INITIAL IMPLEMENTATION DATE

July 1st, 2013

DISTRICT ASSURANCES

Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:

- Any statute or administrative regulation related to health, safety, civil rights, or disability rights;
- Compulsory attendance requirements under KRS 158.030 and 158.100;
- The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
- The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
- Compliance with requirements of the statewide assessment system as specified in KRS 156.6453;
- The financial audit, audit procedures, and audit requirements under KRS 156.265;
- Criminal background check requirements;
- Open records and meetings requirements;
- Purchasing requirements and limitations; or
- Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency based learning strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. Schools identified as Priority Schools may be required to participate by their local district.
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
 - Number of students served by the innovation plan, total number and by:
 - Socio-economic status
 - Race/ethnicity
 - Gender
 - Disability
 - Grade level
 - Number of at-risk students (with particular emphasis on graduation from high school) total number and by:
 - Socio-economic status
 - Race/ethnicity
 - Gender
 - Disability
 - Grade level
 - Documentation of student progress towards graduation and college and career readiness
 - Total number of certified teachers participating in the innovation plan and roles/responsibilities
 - Documentation of certified and classified staff operating in a non-traditional school environment
 - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
 - Time spent
 - Student outcomes (completion rates)
 - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan.
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Timothy Spencer 5-1-13
 Superintendent Date

Mark O'Leary 5/1/2013
 Chair, Board of Education Date

Recommended Process for Districts of Innovation

In order to assist districts and schools with a recommended process, please see the process below:

- ✓ District Level Team (DLT) reviews current Comprehensive District Improvement Plan (CDIP) and discusses current models or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE.
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of KRS 160.108 and 701 KAR 5:140 and begins the process of writing the school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing the district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

- Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):
- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?
 - Describe how the district promotes continuous improvement and rewards risk tasking. Provide evidence of advancing student learning and achievement in the last three to five years.
 - Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation "fits in" with current district-wide reforms.
 - Identify and describe, particularly when focusing on achievement gaps, specific barriers that impact student learning.
 - Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. *Include the specific waiver requests and justifications for the waivers.*

The Jackson Independent School District is applying as a District of Innovation for grades K-12. Small, rural school districts such as Jackson

Independent are currently facing many challenges. Small districts across Kentucky are being consolidated into larger districts. State and federal budget cuts continue to limit educational opportunities in areas that are impoverished already. At the same time, the educational demands of jobs continue to increase. With all these difficulties to overcome, to remain static is to fail. So how can a district of less than 450 students in one of the poorest counties in the nation offer the educational opportunities needed to succeed in a 21st Century learning environment? If Jackson Independent becomes a District of Innovation, it will succeed with the help and support of its community, faculty and students.

The Jackson Independent School District is located in Breathitt County in the foothills of the Appalachian mountains. With a median household income of \$19,906, Breathitt County was ranked as the 2nd poorest in the nation according to the American Community Survey performed from 2006-2010. Almost 1 in 3 residents is below the poverty line and only 10.6% of residents have a bachelor's degree or higher according to the American Census Bureau. The Jackson Independent School District realizes that poverty is a major barrier to its students, 60% of which have free or reduced lunch. Impoverished students are less likely to have access to technological advances including high speed internet and computers. As a result, careers in technology intensive areas are unfamiliar and seem unobtainable. Hunger and poor living conditions can disrupt after school learning and lead to higher dropout rates. Children living in poverty are less likely to go to college and less likely to graduate from college. At the same time, education is the key to overcoming poverty as individuals and as a community.

The rural nature of the county provides additional hardships. The school is 90 minutes away from the closest metropolitan city and transportation barriers means youth have little access to enrichment and educational opportunities outside of the school setting. In short, resources are not available for many to pursue fields of interest not offered by the school system.

The Jackson Independent School District is a school wide Title I comprised of 387 students in primary, middle and high school. Because of its small size, grades K-12 are all located in the same facility creating a small, family oriented environment for its students. In fact, the mission statement of the school is to "assure exemplary schooling in a small, family-like setting with the academic and personal well-being of our children and youth at the heart of all we do."

The district's small size is a great strength. It allows for greater accountability from individual teachers, more personalized attention for students from faculty, more personalized attention for faculty from administration, and it makes district wide reform easier. Fewer students "fall through the cracks" because faculty members often know the home environment, can build on student strengths and can shore student weaknesses. Also, with recent school tragedies, students and parents feel safer in a smaller school.

Although the small district size offers great advantages, it also presents a weakness. Fewer students means fewer faculty and therefore fewer class options. For example, in a high school with only one full time science teacher, it is very difficult to teach advanced concepts in physics, technology, chemistry, engineering and biological sciences. Our school vision states, "The Jackson Independent School District's vision for education is to provide a strong general education, develop social responsibility, and to instill the desire for life-long learning." The challenge, therefore, is to maintain a small, family-like setting while providing for every individual's educational needs. By thinking outside the box and leaning on the outpouring of community support for the school district, more college and career preparation options can be made available to improve the scope of educational opportunities and meet the goals of the vision and mission statements.

Table 1: District and School Vision and Mission Statements

Vision Statement	The Jackson Independent School District's vision for education is to provide a strong general education, develop social responsibility, and to instill a desire for life-long learning.
Mission Statement	To assure exemplary schooling in a small, family-like setting with the academic and personal well-being of our children and youth at the heart of all we do.

The Jackson Independent School District, through the District of Innovation, seeks a revision of Kentucky Revised Statute 161.020 section 1 to the following:

161.020 Certificates required of school employees -- Filing requirements -- Validity and terms for renewal.

(1) No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board.

With this revision and the support of the community, we believe a small school district's weakness can be overcome. By allowing volunteer community members who are experts in their fields to teach courses, a wider variety of learning opportunities can be made available to the students. Colleges do not require certification from their professors and if children are allowed to take college courses for dual credit, why can't those same individuals teach a high school course in the same area? In addition, having community professionals teaching courses will allow them to bring real world experience to the curriculum. The school Site Based Decision Making Board would still have to approve the teachers and a training course would be provided, but in a world where more and more specialization is required, this could provide an answer to curriculum diversity for small, rural schools that otherwise do not have the financial or human resources available.

Many occupations are requiring increased proficiency in STEM (science, technology, engineering and math) areas and every career and field of study can benefit from improved critical thinking skills. The initial focus of the district will be to implement three comprehensive programs across all grade levels in the fields of technology, engineering and critical thinking. Each of these programs will culminate in high school courses in computer programming, engineering, chemistry, physics, and critical thinking. The curriculum in these areas will be focused on real-world applications and working within groups to achieve goals through project based learning. This project and goal oriented teaching is designed to hold student interest and therefore bridge achievement gaps, reduce dropout rates and instill proficiency at an early age. Many students, especially those living in poverty, have an "I can't" mind set for STEM fields, but by introducing concepts at primary levels and building on this foundation as they progress through their education, they will realize they can excel in these areas. Without becoming a District of Innovation and acquiring community

assistance, however, these programs will not be financially possible.

Jackson Independent has tried to increase course availability through innovative ideas in the past. The county community college is located across the street from the school and a dual credit program has been in place since 1999. By partnering with the college to provide dual credit classes free of charge to its students, it expands educational possibilities to student that otherwise might not be able to afford it. Two "spring-board" classes in the high school will be offered to overview advanced topics in biological and social sciences. This will increase the use of this resource by improving student knowledge of available careers and areas of interest.

The school's comprehensive district improvement plan goals will be supported by the District of Innovation plan, as summarized in Table II.

Table II: Summary of How District of Innovation Meets Current District Goals

District Improvement Plan Goal	District of Innovation Intervention
Increase average freshmen graduation rate	<ul style="list-style-type: none"> • Improve science and math foundation through engineering special classes • Maintain student interest through project based learning • Allow students to individualize their education through expanded course offerings
Increase college and career readiness	<ul style="list-style-type: none"> • Improve ACT scores by advancing critical thinking skills and math and science skills through engineering and critical thinking special classes and high school curriculum. • Offer industry certifications in technology related fields through the computer programming course.
Combined reading and math scores will increase	<ul style="list-style-type: none"> • Improve math foundation through engineering special classes and math-based sciences • Improve critical thinking skills through special classes and advanced science courses
Implement strategies via Next Generation Professionals to ensure every student is taught by an effective teacher and the school is lead by an effective leader by the end of 2014-2015 school year	<ul style="list-style-type: none"> • Use uncertified teaching faculty with a career oriented focus, love of material, and strong background in advanced classes such as chemistry and computer programming

The Jackson Independent School District is an ideal district to become a District of Innovation. Through the dedication of its administration, staff, and students, it has progressed from ranking in the bottom ten high schools according to an article published in the Courier Journal in the Fall of 2000 to the top twenty in 2011-12 according to the Kentucky Department of Education's new accountability standards. Jackson Independent's middle school and high school were recognized as distinguished schools in 2011-12 based on KDE set criteria. This rapid improvement exemplifies its strong desire to improve. The district also has a history of implementing innovative programs. In addition to the dual credit program previously mentioned, following the release of a research-based article in *Chess Life* in 2000, the school began a K-8 chess curriculum for its students. In

addition to developing logic and problem solving skills, the high school chess team finished 6th in the state in 2012 and the school has advanced to the state finals in all four age divisions for the past 11 years. Through the Gates Foundation, Jackson Independent is completing its second year as an Integration District with three main components to improve student and teacher growth. The three components are 1) PGES: teacher effectiveness, 2) MDC: Math/Formative Assessment Lessons, 3) LDC: incorporating literacy design modules in all other content areas. The school is excelling academically and a summary of the school's academic accomplishments is given in Table III. What makes this success so remarkable is not just how quickly it has occurred, but that it's occurring in one of the poorest and uneducated counties in the nation and with children of low socioeconomic status that typically do not succeed.

Table III Academic Accomplishments	
Academic Year	Accomplishment
2011-2012	District overall percentile rank of 85%
2011-2012	High school overall percentile rank of 93%
2011-2012	Middle school overall percentile rank of 90%
2011-2012	High school ranked 31st in the state with average ACT score of 20.5
2011-2012	The district ranked 1st in the state on the reading portion of the ACT PLAN Test.
2011-2012	The district ranked 5th in the state on the composite ACT PLAN Test
2011-2012	The district tied for 12th in the state on the composite of the EXPLORE test.

We realize that granting the Jackson Independent School District a waiver of certification requirements for its teachers may seem like a big risk but its current academic excellence and its commitment to progression should help alleviate any concerns. The district would never allow someone to teach if it did not feel the individual was overqualified for the task. By granting the waiver, children in a rural, impoverished area would improve their proficiencies and exposure in STEM areas while remaining true to the family-like atmosphere of a small district. If this innovation is successful, it could provide a different idea of what it means to be a teacher and what qualifications make a teacher great. We believe that teaching is more than just a certification. We believe, like many colleges and universities, that a great teacher is one with the desire and ability to educate, coupled with a mastery of material.

District of Innovation Implementation Plan

Our process for expanding educational opportunities to ensure college readiness has three steps:

- 1) Four community members have agreed to teach courses at the high school to broaden the scope of opportunities available in science and technology. Each of these members would be qualified to teach equivalent college courses but do not have teaching certification. By waiving teaching certification requirements in Kentucky Revised Statute 161.020 section 1, this would allow computer programming, chemistry and critical thinking to become part of the high school curriculum in 2013-2014. And memory systems and ACT preparation to become part of the curriculum

in 2014-15. With three of the four community members offering to teach courses for free.

2) Through a partnership with the community college located across the street from the Jackson Independent School District, college courses will be offered to high school students for dual credit. The Hazard Community and Technical College has agreed to adjust course schedules and provide courses at a reduced cost for the school system. This will be especially beneficial for children of low socioeconomic status who could acquire many college credits prior to graduation at no cost.

3) High school curriculum will be altered to include the creation of "spring board" courses for students not sure of their educational or career plans. These classes will overview advanced topics in the biological sciences (biochemistry, zoology, botany, and ecology), and social sciences (psychology, sociology, economics, and civics).

For students on career oriented paths or on alternate paths, the addition of a practical living class will help prepare them for life after school. Through the expansion of co-operative learning opportunities, students will be able to gain experience in a work environment with community members. Community support has been tremendous and community members have volunteered to assist with co-operative educations in the following careers: 1) Welding 2) Pharmacist 3) Pharmacy technician 4) Physical therapist 5) Physical therapy assistant 6) Chiropractor 7) Government 8) Occupational therapist 10) Computer Programmer. Through the implementation of a technology curriculum and community volunteers, industry certification in computer programming will be offered.

Three school-wide, project based curriculum will offered in STEM areas as follows:

1) Engineering - beginning in elementary school, students will participate in hands-on learning activities incorporating science and mathematics during one of six special class opportunities. In the middle school, three 9 week hands-on courses will be offered during special classes through Project Lead the Way with one course being implemented each year until all three course are available. These courses will be automation and robotics in 2013-14, design and modeling in 2014-15, and energy and the environment in 2015-16. In high school, physics and chemistry will be added to the curriculum to complete college readiness in this field. Chemistry will be taught by a pharmacist and family physician within the community.

2) Technology - beginning in elementary school, students will participate in computer applications as one of six special class opportunities. This course will focus on internet safety, typing proficiency and the use of computer applications to enhance educational learning. Another special class in elementary called Gear-up will incorporate a program called Study Island on IPADs provided by the school. This program will allow students to work on math and literacy skills at their current competency level. This individualized approach to learning will keep all students engaged and progressing regardless of achievement gaps. In middle school, the advanced computer applications special class will build upon previous concepts and computer programming basics will be introduced to stimulate interest in these areas. Gear-up will also be offered to these students and the study island program will be available to all students in extended school services as well. An additional special class will focus on digital literacy and internet safety. In high school, the linear experience will culminate with the creation of a computer programming class to be taught by a computer programmer in the community. This course will also provide the opportunity for students to acquire industry certifications in computer programming.

3) Critical thinking skills - many students have difficulties analyzing problems and developing solutions to situations they have not encountered previously. While rote memorization has its place, real-life often requires logical analysis to overcome unexpected obstacles. We hope to enhance these critical thinking skills through the use of group oriented and project based challenges during special classes in both elementary and middle school and through the use of chess as a way to promote logic and problem solving. In high school, this will culminate in

an Advanced Critical Thinking course taught by a non-certified community member who helped teach a similar college course. This course will also incorporate problem solving as it relates to ACT questions to better prepare students for this examination.

Program success will be monitored by student performance on traditional testing KPREP, ACT, PLAN, EXPLORE, and end of course assessments. The success of uncertified teachers will be monitored by student evaluation forms and pre-course and post-course knowledge assessments.

School		Goals for Improved Student Outcomes		Evidence of 10% or more Vote of Plausible Employer to Participate	
Innovation Strategies/Models					
Elementary Engineering Special Class		<ul style="list-style-type: none"> Increased proficiency and comfort in science and math Stimulate interest in engineering Develop group work skills 		SBDM meeting minutes from April 26, 2013	
Elementary Computer Applications Special Class		<ul style="list-style-type: none"> Increased proficiency and comfort in technology including typing, internet safety, and computer applications 		SBDM meeting minutes from April 26, 2013	
Elementary Critical Thinking Special Class		<ul style="list-style-type: none"> Increased proficiency in problem solving strategies and critical thinking Develop group work skills 		SBDM meeting minutes from April 26, 2013	
Elementary, Middle and High School Gear-up		<ul style="list-style-type: none"> Encourage and monitor Study Island use to shore individual achievement gaps and improve literacy and math proficiency Increase proficiency in technology applications 		SBDM meeting minutes from April 26, 2013	
Middle School Engineering Special Class Through Project Lead the Way		<ul style="list-style-type: none"> Increased proficiency in science and mathematics Stimulate interest and awareness of careers in robotics and automation, design, modeling, and alternative energy Develop group work skills 		SBDM meeting minutes from April 26, 2013	
Middle School Computer Applications Special Class		<ul style="list-style-type: none"> Increased proficiency in internet safety, computer applications, and computer programming Increased awareness of technology related fields of study 		SBDM meeting minutes from April 26, 2013	
Middle School Critical Thinking Special Class		<ul style="list-style-type: none"> Increased proficiency in problem solving strategies and critical thinking Develop group work skills 		SBDM meeting minutes from April 26, 2013	
Middle School Digital Literacy Special Class		<ul style="list-style-type: none"> Improved proficiency in technology skills with a focus on literacy instruction 		SBDM meeting minutes from April 26, 2013	

Jackson Independent

High School Chemistry	<ul style="list-style-type: none"> • Increase internet safety and research skills • Improve proficiency of general chemistry concepts • Stimulate interest in chemistry related fields of study 	SBDM meeting minutes from April 26, 2013
High School Computer Programming	<ul style="list-style-type: none"> • Improve proficiency in computer programming • Stimulate interest in computer programming careers • Provide the opportunity for student to achieve and industry certificate in computer programming 	SBDM meeting minutes from April 26, 2013
High School Advanced Critical Thinking	<ul style="list-style-type: none"> • Increased proficiency in problem solving strategies and critical thinking • Develop group work skills • Improve ACT scores 	SBDM meeting minutes from April 26, 2013
High School Advanced Concepts in Social Sciences	<ul style="list-style-type: none"> • Increased proficiency in the areas of psychology, sociology, economics, and civics • Broaden student knowledge of career and educational opportunities in the social sciences 	SBDM meeting minutes from April 26, 2013
High School Advanced Concepts in Biological Sciences	<ul style="list-style-type: none"> • Increased proficiency in the areas of biochemistry, zoology, botany, and ecology. • Broaden student knowledge of career and educational opportunities in the biological sciences 	SBDM meeting minutes from April 26, 2013
High School Practical Living	<ul style="list-style-type: none"> • To help students on all paths to graduation prepare for life outside of school by promoting self reliance 	SBDM meeting minutes from April 26, 2013
High School Co-operative Program Expansion	<ul style="list-style-type: none"> • Increase career awareness through real world experiences in the community 	SBDM meeting minutes from April 26, 2013

*Note to applicant: Add more rows as needed.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name:

Jackson Independent School

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?
- Provide an overview of how the innovation school process was developed. Explain specific roles and

responsibilities of design team members.

- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

Innovative School Process Overview

The innovation school process began in February of 2013. Funding cuts placed financial strain on the district as a whole and the superintendent, Timothy Spencer, created a focus group to examine long term sustainability options. During this meeting, he assigned three focus group members Key Douthitt, a local physician, Elizabeth Andrus Sizemore, school speech pathologist, and Anjanette Davidson, middle school teacher, to explore options with the District of Innovation.

The Comprehensive District Improvement Plan was reviewed by the initial team members and the Readiness Survey for Innovative Change was completed. A score of 68 on the Readiness Survey indicated the district had a high opportunity for success in implementing innovative change. The superintendent brought to our attention a STEM academy in Tennessee that pulled students from surrounding districts. An initial idea was developed and Timothy Spencer and Elizabeth Andrus Sizemore met with David Cook to determine feasibility in March. Subsequent communications concluded the initial plan would not be achievable. The initial team members met again to see if any other ideas would help the school achieve the districts goals.

At this time, it was brought to the group's attention that several former students pursuing careers in medicine, were struggling with college chemistry. Key Douthitt lamented the fact that he had been a general chemistry teaching assistant for 3 years at the University of Kentucky but could not teach the children at Jackson Independent because he did not have a teaching certificate. It was at that time that the innovative plan first came to life. If one uncertified community volunteer was willing to help teach a course, were there others? Could a waiver of teaching certification requirements expand opportunities in STEM fields?

With a starting idea, a full committee was assembled. In addition to the original team members, the final committee consisted of the lead teachers from elementary, middle, and high school; the school principal; Chet Sygiel, chess instructor; Susan Herald, FRYSC coordinator; and Angie Campbell, elementary teacher. Several potential community volunteers were named with specific course weaknesses in STEM curriculum in mind. It became obvious, however, that to add high school level courses in STEM fields without an adequate background would be unsuccessful. The curriculum change needed to begin in elementary school and build as students progressed.

Lead teachers communicated with other faculty members to discuss ideas around this theme. Several new ideas were presented to the committee including Project Lead the Way and the creation of a math lab for elementary and middle school students. Student polls showed excitement over the possibility of a science lab for elementary and middle school. Ultimately the science and math lab were combined to create an engineering lab. The school technology coordinator suggested curriculum revision to improve technology related competency. At the same time, other committee members sought additional community support. In addition to getting promises from a physician, two pharmacists, a computer programmer, and the local chess coach who had helped teach a college critical thinking class, many other community members offered

support in career guidance through co-operative learning opportunities.

In April, all committee members met again and the final plan was conceived. Key Douthitt and Susan Herald helped prepare the vision and mission statements and Key Douthitt prepared the Rationale/Needs assessment. Elizabeth Andrus Sizemore coordinated input from each lead teacher to create the Overview of School Plan Development, the District Implementation Plan, and the Support Plan. Lead teachers provided the information for the Student Service Plan. The Site Based Decision Making Council held an election to determine faculty support on April 25th and voted to approve the plan that same day. On April 29th, the board of education also unanimously voted to adopt the plan.

Improving Quality of Student Learning and Overcoming Barriers

The vision and mission statements of the school are the same as the district because there is only one school. These are given in Table I. Innovation status will improve the quality of student learning by broadening educational opportunities. We recognize that one of the main limitations of small schools is the variety of courses they can offer due to staff limitations. Occupations are becoming more and more specialized while reduced funding limits available options. At the same time, we also recognize that communities value the education of their youth and are willing to help when given the opportunity. By removing limitations of staff certification, doctors, pharmacists and college professors would be willing to teach courses in the school.

Initially the focus would be to create three programs in the fields of critical thinking, technology, and engineering to provide a comprehensive and linear experience in each of these fields. Activity based curriculum in primary and middle schools will promote interest and expand student knowledge base. In high school, community volunteer teachers, who are considered experts in these fields, would be able to provide real world applications to complex material in STEM areas to improve college and career readiness. Achievement gaps will be bridged using an IPAD program called Study Island that allows individuals to advance at their current ability level. This will allow students who are behind to recover through an individualized approach to learning content. The barriers to student learning and benefits of innovation are summarized in Table IV.

Table IV

Barrier to Learning	Benefits of Innovation Status
Desired field of study is not taught	Expand current curriculum utilizing community experts
Certified faculty do not have experiences to convert student knowledge to real world applications	Incorporate occupation utilization into advanced high school courses with the assistance of community professionals and expand career learning opportunities through renewed community involvement in co-operative programs.
Lack of knowledge and exposure in STEM fields	Begin exposure to engineering, critical thinking, and technology in primary grades. Build upon knowledge base in middle grades and provide advanced courses in STEM areas in high school.
Knowledge gaps make teaching a uniform curriculum difficult	Study Island program will help individualize learning content to bridge achievement gaps.

Summary/Overview of School Plan Development

- Use the following table as a reference to describe the program innovation component(s) specific to this school.

Program Component	Guided Questions/Design Considerations
Competency Based Credit	At the elementary level, student mastery of content will be measured through KPREP scores, MAP testing, STAR reading and math scores, DIBELS scores, and data collected through Study Island. At the middle school and high school level, mastery may also be demonstrated through end-of-course assessments, ACT scores, data collected through Compass, ACT Plan/Explore, and ASVAB. Student achievement will also be measured through the use of formative and summative assessments and observations. Students will apply personalized learning through the use of performance tasks, project-based assignments, and project presentations. Teachers will be able to ensure differentiated instruction occurs through project-based assignments. Students will have the opportunity to select projects based on their interest and ability level. Students may select from hands-on activities, oral presentations, or written compositions. Jackson Independent feels that project-based learning will empower students to become better critical thinkers and problem solvers. Working in collaborative settings will increase students' interpersonal skills which is essential for college and career readiness.
Expanded Learning Opportunities	By expanding the high school co-op program, students will have more opportunities for enrichment. Students will be able to observe and/or get hands-on experience in a variety of professional fields of interest. The co-op opportunities will allow students to engage with professionals in the community as well as improve interpersonal communication skills. Students co-op times may vary and may occur or be extended after the regular school day is completed. In conjunction with Jackson's after school program, students interested in the education field will be given the opportunity to co-op from 3-5pm as a tutors to primary and

	middle school students.
Multiple assessments/pathways to graduation	High School students participating in the co-op program will be assessed through multiple modalities. These will include, but not limited to, observation forms completed by site coordinator, scoring rubric of basic job skills (eg. Punctuality, professional appearance, and interpersonal skills), and scoring rubric for specific skills related to the co-op job. Other students may complete independent studies in desired fields of study not offered through the co-op program. Student performance will be measured through online course assessments. In addition to independent studies, students may also take college classes that will be offered through the dual-credit partnership with Lee's College Campus of Hazard Community and Technical College.
Innovative Learning Environment	As stated previously, students will apply personalized learning through the use of performance tasks, project-based assignments, and project presentations. Students will have the opportunity to select projects based on their interest and ability level. Students may select from hands-on activities, oral presentations, or written compositions. Project-based learning will empower students to become better critical thinkers and problem solvers. Working in collaborative settings will increase students' interpersonal skills which is essential for college and career readiness.
Alternate forms of governance	Jackson Independent is not seeking alternate forms of government at this time.
Job classifications	Jackson Independent is not seeking to alter job classifications at this time.
Other:	The proposed innovation will allow professionals from the community to teach traditional and non-traditional courses. This will give students unique learning experiences through real world application provided by the community instructors.

Student Service Plan

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted by Grade level	Total Number of Students in Special Populations/Underrepresented Group
Elementary Engineering Special Class	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase KPREP math proficiency to 80% over the next 5 years. 	CLITS, KPREP, Pre-test & Post-tests; scoring rubrics for project-based learning activities	Elem: 201	SES: 134 Race/Ethnicity: ● Gender: 103 males/98 females Disability: 27
Elementary Computer Applications Special Class	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. 	CLITS, KPREP, Pre-test & Post-tests; scoring rubrics	Elem: 201	SES: 134 Race/Ethnicity: ● Gender: 103 males/98 females Disability: 27

Elementary Critical Thinking Special Class	<ul style="list-style-type: none"> Increase KPREP math proficiency to 80% over the next 5 years 80% of students will show a 20% increase of subject knowledge. Increase math proficiency to 80% over the next 5 years 	for project-based learning activities	Elem: 201	SES:134 Race/Ethnicity: ● Gender: 103 males/98females Disability:27
Elementary, Middle and High School Gear-up	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, KPREP, Pre-test & Post-tests; scoring rubrics for project-based learning activities	Elem: 201	SES:134 Race/Ethnicity: ● Gender: 103 males/98females Disability:27
Middle School Engineering Special Class Through Project Lead the Way	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. Increase math proficiency to 80% over the next 5 years 	CITTS, KPREP, Pre-test & Post-tests; scoring rubrics for project-based learning activities	Middle:95	SES:57 Race/Ethnicity: ● Gender: 41males/54 females Disability:11
Middle School Computer Applications Special Class	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, KPREP, ACT Explore, Pre-test & Post-tests; scoring rubrics for project-based learning activities	Middle:95	SES:57 Race/Ethnicity: ● Gender: 41males/54 females Disability:11
Middle School Critical Thinking Special Class	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. Increase math proficiency to 80% over the next 5 years 	CITTS, KPREP, ACT Explore, Pre-test & Post-tests; scoring rubrics for project-based learning activities	Middle:95	SES:57 Race/Ethnicity: ● Gender: 41males/54 females Disability:11
Middle School	<ul style="list-style-type: none"> 80% of students will 	CITTS, KPREP, ACT	Middle:95	SES:57

Digital Literacy Special Class	<ul style="list-style-type: none"> show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. Increase reading proficiency to 80% over the next 5 years. 	Explore, Pre-test & Post-tests; scoring rubrics for project-based learning activities		Race/Ethnicity: ● Gender: 41males/54 females Disability: 11
High School Chemistry	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, KREP, ACT, COMPASS, Pre-test & Post-tests; formative and summative assessments; scoring rubrics for project-based learning activities	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●
High School Computer Programming	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, KREP, ACT, COMPASS, ASVAB, WorkKeys, KOSSA, Pre-test & Post-tests; formative and summative assessments; scoring rubrics for project-based learning activities	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●
High School Advanced Critical Thinking	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, KREP, ACT, ACT Plan, ASVAB, WorkKeys, KOSSA, formative and summative assessments; scoring rubrics for project-based learning activities	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●
High School Advanced Concepts in Social Sciences	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, KREP, ACT, COMPASS Pre-test & Post-tests; formative and summative assessments; scoring rubrics for project-based learning activities	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●

High School Advanced Concepts in Biological Sciences	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	based learning activities CITTS, KRP, ACT, COMPASS, Pre-test & Post-tests; formative and summative assessments; scoring rubrics for project-based learning activities	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●
High School Practical Living	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	CITTS, ACT, ACT Plan, ASVAB, WorkKeys, KOSA, pre-test & Post-tests; formative and summative assessments; scoring rubrics for project-based learning activities	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●
High School Co- operative Program Expansion	<ul style="list-style-type: none"> 80% of students will show a 20% increase of subject knowledge. Increase college/career readiness to 80% over the next 5 years. 	ACT, COMPASS, ASVAB, WorkKeys, KOSA, observation forms, basic job skill scoring rubric(eg. punctuality, prof. appearance, interpersonal skills); scoring rubric for specific skills related to the co-op job	High:100	SES:48 Race/Ethnicity: ● Gender: 42 males/58 females Disability: ●

In 2013-14, Jackson Independent will offer the aforementioned innovative courses by utilizing current staff and professional volunteers from the community. Dual credit courses will also be available for students to take through Lees Campus of Hazard Community and Technical College.

In 2014-15, Jackson Independent will offer an ACT Prep and Memory Systems course at the high school level, as this course will rotate years it is offered with Chemistry. All previous courses will continue to be taught at the high school level. The school system will partner with the Lees Campus of the Hazard Community and Technical College to offer classes to achieve industry certification in technology base fields. Project Lead the Way course Design and Modeling will be taught in the middle school engineering special class in addition to courses offered in 2013-14.

In 2015-16, Jackson Independent will add Project Lead the Way course Energy and the Environment to its middle school engineering curriculum in addition to previously mentioned activities.

District of Innovation Support Plan

Please describe how the district will provide the appropriate support for each School of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):

PROFESSIONAL DEVELOPMENT PLAN:

In any project or innovation there needs to be professional development that is structured around the school's culture and needs. It needs to provide opportunities that provide for continuing involvement among staff members. The professional development activities need to emphasize student achievement by maximizing mastery of content through various strategies and activities. Finally, their needs to be a method in place for evaluation that is a continuous process and that will allow for modification to improve the program.

Faculty Receiving Professional Development

Grade Level	# of Teachers	# of Volunteer Teachers
Kindergraten	1	0
First	1	0
Second	1	0
Third	1	0
Fourth	1	0
Fourth/Fifth	1	0

Fifth	1	0
Sixth, Seventh, and Eighth	3	0
Ninth through Twelfth	5	4

General Professional Development Activities

Activity	Staff Responsible	Goals
Train all staff with the Persistence to Graduation Tool offered by the Kentucky Department of Education	KVEC Support Staff, Gear Up Academic Specialist, District and School Leadership, Classroom Teachers	Assist at risk students
In collaboration with Breathitt County School District, PIMSER is providing professional development in effective teaching strategies, methodologies, and formative/summative assessments.	PIMSER Staff, District and School Administration, Gear Up Instructional Coach, Classroom Teachers	Improve student success in literacy and math
Peer observation through Professional Growth and Evaluation System	Selected Teachers and School Principal	<ul style="list-style-type: none"> Monitor effectiveness of project based learning Monitor effectiveness and provide improvement strategies for certified and uncertified teachers
Perpetuating Excellence through Teaching, Learning and Leadership (PETLL)	KVEC Staff, District and School Leadership, Classroom Teachers	Teachers will utilize Mike Rutherford's 23 Themes of Teaching Talent to increase teaching effectiveness
Program Reviews	District and School Leadership, Classroom Teachers	Discuss and evaluate components collected for the Program Review Process to ensure that all stakeholders are contributing and participating
Curriculum & Assessment Alignment	District Assessment Coordinator, Classroom Teachers, District and School Leadership	Collaborate to utilize state and national standards to implement common assessments
Continuous Instruction Improvement Technology System	District Technology Coordinator, Classroom Teachers, District and School Administration	Connect standards, electronically stored instructional resources, formative assessments and evaluations to improve instructional outcomes

Additional Training for Uncertified Teaching Staff

In addition to the below activities, we need to ensure that the volunteer teachers are trained in the procedures of the district and understand what is expected of them to be effective. Throughout this process, there will be a mentor or coach who works with those teachers to help them develop their teaching practice.

1. All Volunteers who will be working in a teaching position will need to be trained in the following areas:
 - a. Confidentiality (Attend beginning of the year trainings)
 - b. Grade book policies and procedures: The SBDM has implemented procedures that all staff members must follow concerning posting grades. (All new staff members must be trained how to use infinite campus and what the rules and procedures for posting grades are: This will be completed by the CIO/DTC)
 - c. District Procedure Manual (Attend beginning of year trainings)
 - d. Lesson Plans (All teachers and staff must have documented lesson plans that are based on State and National Standards. Teachers either post their lesson plans on a website or in a lesson plan book. The principal checks lesson plans weekly. Information about lesson plans are presented to staff the first day of school. In addition, all new staff members are trained by CIO/DTC on how to post lessons online, so that students, parents, and administration can view)
 - e. Technology Trainings (Presented by CIO/DTC): All new staff members will have to be trained throughout the year:
 - i. Acceptable Use Policy
 - ii. Digital Technologies that are available in the school
 - iii. Use of Office 365 tools
 1. Email
 2. Lync
 3. Sky Drive Pro (Coming Soon)
 - iv. CITS
 - f. All other areas determined by the principal.
2. Training on Project Based Learning - teachers implementing the three new K-12 programs of engineering, technology, and critical thinking will receive training on project based learning concepts and ideas created and administered by DOI committee.
3. Project Lead the Way- The teacher selected to teach the middle school engineering class will attend professional development through Project Lead the Way at the University of Kentucky yearly for three years. Year one will be Automation and Robotics, year two will be Design and Modeling and year three will be Energy and the Environment.

RESOURCES:

District personnel, utilized to teach the courses outlined in the *District Implementation Plan*, will do so during the regular school hours. Therefore, no additional compensation will be provided to district personnel teaching innovative courses as the courses they teach will be part of their regular workday. The personnel teaching the innovative courses may have a different role for part of their work day such as having the speech/language pathologist teach one of the innovative special classes at the elementary level and having a middle school science teacher

implement the middle school engineering special class. The school principal, in conjunction with the district of innovation team, will be responsible for enhancing the high school co-op program through partnerships with local businesses and professionals. Members of the District of Innovation Team will be responsible for reviewing the program and making changes as needed as part of regular duties.

COMMUNICATION PLAN:

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.
- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

Jackson Independent will utilize many tools to communicate the innovative plan with the local board of education, faculty, students and their families, community members, philanthropy groups such as the Jackson Independent Foundation, and educational partners. Media will be utilized to communicate the innovative plan by placing articles in the local newspaper, on the school's website, and on the local radio station. Email and newsletters will be also be utilized to communicate Jackson Independent's Innovative Plan with faculty, parents, and students. In addition to the previous mentioned form of communication, the One Call system will also be utilized to notify parents, students, and board members of public forums held in the school gym or library to communicate Jackson Independent's plan of innovation. District of Innovation committee members will be available to answer questions when Jackson Independent School has Open House.

MONITORING PLAN:

Data Source	Rationale for selection of data source	How the data source will be used in relation to proposed plan	How the data source will be reviewed over time to gauge implementation success
CDIP/CSIP	Identifies areas that need improvement	To improve teacher effectiveness and student achievement	Annually, District of Innovation team, will compare data to look for improvements and achievement gaps
CIITS	Has comprehensive styles of data sources such as MAP scores, lesson plans, & KPREP scores	To improve teacher effectiveness and student achievement	During regular PLC meetings, teachers can access CIITS to look at student and class data
TPGES	Monitors student growth and teacher effectiveness	To improve teacher effectiveness and student achievement	Annually, District of Innovation team, will compare data to look for improvements and achievement gaps
Survey Monkey/TELL surveys	To provide qualitative data about each course and to ensure that uncertified community teachers are providing instruction on par or better than certified teachers.	To improve teacher effectiveness and student achievement	Annually, District of Innovation team, will compare data to look for improvements and achievement gaps and to compare teaching effectiveness of uncertified staff in relation to certified staff.

*Note to applicant: Add more rows as needed.

The District of Innovation Committee member(s), in conjunction with the school administration, will observe/evaluate the procedures and effectiveness of the innovative strategies/model using the newly implemented teacher effectiveness observation format. Also, at weekly/bi-monthly PLC meetings and routine staff meetings, teachers will discuss the implementation and effectiveness of the "new ideas". Information from the PLC and staff meetings will be shared with the District of Innovation Committee. As with any program, aspects that need altering will be discussed and implemented to better meet the needs of all students to enhance learning and understanding. For an example, if the committee determines an instructor requires professional development to increase teacher effectiveness, this will be provided. If the committee determines that a course is not being effective, the course will be re-designed or replaced with a course that may be more effective per District of Innovation Committee. In summation, we will all work together to ensure our innovative curriculum promotes college and career readiness.

Jackson Independent School District

Jackson City School
940 Highland Avenue
Jackson, Kentucky 41339
Phone: (606) 666 - 5164

April 25, 2013

#2437 - Consensus: At the regular scheduled meeting of the Jackson Independent School Based Decision Making Council held on April 25, 2013, consensus to approve the vote of the instructional staff at the Jackson City School (30/33, 91%) for the District of Innovation application for grades K-12 for the Jackson Independent School District.

Members present:

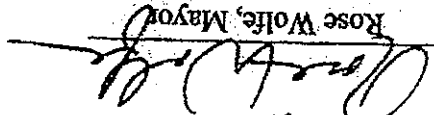
Mr. James Yount, Principal
Mrs. Melissa Roark, Vice Chairperson
Mrs. Brenda Tinscher, Teacher Representative Member
Mrs. Misty Noble, Teacher Representative Member
Mr. Everett Dunaaway, Parent Representative Member
Mr. Jamon Halvaksz, Parent Representative Member

James Yount
Mr. James Yount, Principal/Chairman

Melissa Roark
Mrs. Melissa Roark, Vice Chairperson

Virginia Roberts
Virginia Roberts, Secretary

"CARING AND LEARNING WITH QUALITY AND EQUITY FOR ALL"

Sincerely,

Rose Wolfe, Mayor

I am writing this letter in support of the Jackson Independent School system. I would like to express my support for its efforts to become a School of Innovation. It is my intention to assist them, if this is what they wish to do.

From everything I have read on the subject of Schools of Innovation, it seems to be a wonderful fit for the school and the community. It will give the community a chance to provide educational support and voluntarily participate in the diverse needs of the students.

It offers more than the traditional learning opportunities; it offers Co-Op programs as well as new and creative alternatives using community support. Anything the community can do to enhance a student's education and offer more curriculum choices has to be a positive goal.

If this is the path Jackson Independent School chooses to take, I will be in full support of this proposal.

Dear Mr. Cook,

David Cook
Director of Innovation
Capital Plaza lower
500 Metro St.
Frankfort, Ky. 40601

Phone: 606-666-7069 Fax: 606-666-7046

Mayor, City of Jackson
333 Broadway
Jackson, KY 41339

Rose Wolfe



One Community College Drive
Hazard, KY 41701
Telephone: (606) 436-5721
or 1-800-246-7521
Fax: (606) 439-2988
www.hazard.kctcs.edu

Hazard Campus (606) 436-5721
Technical Campus: (606) 436-5721
Lees College Campus: (606) 666-7521
Knox County Branch: (606) 785-4114
Leslie County Center: (606) 672-6800
Kentucky School of Craft: (606) 785-1055
Kentucky School of Bluegrass & Traditional Music: (606) 672-6800

April 30, 2013

David Cook
Director of Innovation and Partner Engagement
Kentucky Department of Education
Capitol Plaza Tower
500 Mero Street
Frankfort, Kentucky 40601
Dear Mr. Cook:

This letter is written in support of the Jackson City School's application to be recognized as a *District of Innovation* through the Kentucky Department of Education. Jackson City School has long been recognized in our area as a leader in setting high academic expectations and promoting academic excellence within the community and the students it serves. Hazard Community and Technical College, the Lees College Campus in particular (as it is located adjacent to the school), has collaborated with JCS over the years on a number of innovative projects focused on increasing college and career readiness while promoting the concept of an "educational village" to mutually serve and benefit students. One of the most successful of these approaches has been the expanded educational opportunities available to JCS students via the dual credit program. Juniors and seniors regularly move back and forth between the high school and the college campus to take appropriate classes for college credit while "dually" earning the high school units required to earn their diploma. These are regular college classes, taught either on the college campus or online, by collegiate-level faculty. . . definitely a win-win approach in terms of giving students a head start whether they plan to continue with HCTC after graduation, transfer to another college/university, or enter the job market!

JCS is definitely a *District of Innovation* and very deserving of this designation! HCTC supports this application without reservation (and would be happy to provide additional information in this regard if requested).

Sincerely,

R. Kathy Smoot, Ed.D.
Provost/Vice President of Academic Services



HAZARD COMMUNITY AND TECHNICAL COLLEGE
An Equal Opportunity Employer and Educator Institution

HERALD & HERALD
ATTORNEYS AT LAW
P.O. Box 744
1140 Main Street
Jackson, Kentucky 41339-0744

TELEPHONE
606-666-7794
FAX
606-666-2944

DARRELL A. HERALD
LYNN ETHEL HERALD
S. BRUCE HERALD

April 23, 2013

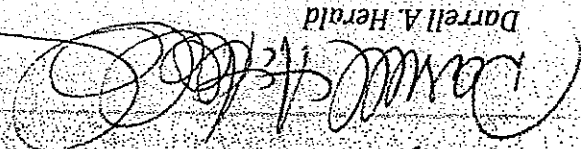
To Whom It May Concern:

I am writing this letter in support of The Jackson Independent School District of Innovation Proposal. I strongly support this endeavor and the focus on providing social responsibility so students are prepared for college or career.

As stated in the proposal, District of Innovation Status will improve the quality of student learning by broadening educational opportunities. My office will be happy to serve as a site for students interested in career mentoring and job shadowing, as in the past. Job shadowing is a great way for students to learn more about a particular field of work by seeing it "up close and personal". Students are able to observe what a typical day is like. It also gives them an opportunity to ask specific questions they may have about a particular field of work and help them expand their professional network of contacts. Job shadowing is particularly useful for high school students who are undecided about their major or potential career options.

The Jackson Independent School District makes students priority! I look forward to being a part of the District of Innovation at Jackson Independent and offer my full support. Please contact me should you have questions. Thank you.

Sincerely,



Darrell A. Herald

Amy Prater, OTR/L

230 ROSE BEND ROAD CAMPTON, KY 41301
TEL 506 668-3488 MOBILE 606 359-0714

amyprater@yahoo.com

April 23, 2013

David Cook

Director of Innovation and Partner Engagement

1st Floor Capitol Plaza Two

500 Mero Street

Frankfort, KY 40601

Dear Mr. Cook,

As a mother and occupational therapist I am writing this letter to express my support of Jackson City School becoming a "District of Innovation" through the Kentucky Department of Education. I have personally researched the opportunities this could provide the students at JCS and I am very excited for my own children who attend the school.

I have been a licensed practicing occupational therapist in Kentucky for 12 years. I am a rehab manager at a local skilled nursing facility, provide therapy services for schools, sit on the Kentucky Occupational Therapy Association Board of Directors, and I am a fieldwork educator for new OT students at Eastern Kentucky University. It would be a pleasure to partner with JCS to engage students of all ages with "hands-on" opportunities through job shadowing, volunteer experience, and possible internships which would further motivate and improve student learning.

It is my perspective JCS being a "District of Innovation" would better prepare and guide the students toward career paths following graduation. Whether it be college, technical trade school, or straight out to a job, students will be best prepared in the career of their choice allowing them to be productive members of the community. "Living life to its fullest" is often a motto used in occupational therapy and I personally feel that "learning by doing" will allow our children to live their life to the fullest as they gain real life experiences to further develop their education. An interactive approach to education will allow student to demonstrate what they have learned to their educators and peers.

Thank you for this opportunity.

Sincerely,



Amy Prater, OTR/L



PRATER WELDING INC.

230 Rose Bend Road
Campton, KY 41301

T 606-668-3488
F 606-668-3488

wayneprater@rockwellmail.com

April 23, 2013

David Cook

Office of Guiding Support Services/General Counsel

Director of Innovation and Partner Engagement

1st Floor Capitol Plaza Tower

500 Mero Street

Frankfort, KY 40601

Dear Mr. David Cook,

I am writing you this letter to express my personal support along with my business for Jackson City School system in Breathitt County to become a "District of Innovation" through the Kentucky Department of Education. Not every high school student will graduate and attend college. As a welder, I have a skilled trade that is much needed throughout Kentucky. Through my personal experience and business I will provide job shadowing opportunities along with internships/co-op for students interested in the field of welding. Hands on experience in a technical trade will improve learning, provide motivation, and better prepare students for careers choices following graduation. As a business owner I will gladly partner with JCS given the opportunity to provide further education for our children. Thank you for your time.

Sincerely,

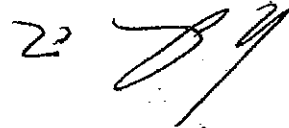
Wayne Prater

DR. STEVEN R. HOWARD
Chiropractor
P. O. BOX 994
JACKSON, KY. 41339
606-666-0009

David Cook
Director of Innovation
Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601
April 24, 2013

I would like to submit my letter of support for Jackson Independent School's application for the district of innovation.
As a Doctor of Chiropractic, I will be happy to participate in the co-op program allowing students the opportunity to use my office for improving student project based learning and placement. I feel this collaboration and shared business and community leadership with the school will enhance and expand student learning experiences for students interested in the chiropractic field. This will also facilitate career readiness and better preparation for success in their future career.
I look forward to being involved with the Jackson Independent faculty and staff if they are designated a district of innovation.

Sincerely,



Dr. Steven R. Howard

Aaron K. Jonan Memorial Clinic

Phone (606) 666-5142
Fax (606) 666-4172

P. O. Box 907
Jackson, KY 41339

Date: April 29, 2013

The Administrator
Kentucky Board of Education
Frankfort, KY

Re: Support for District of Innovation Application by the Jackson
Independent School District

I am writing to express my support for the application for District of Innovation by the Jackson
Independent School District, in Jackson, KY.

My son has been enrolled as a student in this School for the last 4 years. During this time, I
have been impressed by the dedication to excellence, professionalism and expertise in
teaching shown by the teaching and administrative staff at this school consistently.

Despite financial constraints, geographical isolation and location in a small town, the school
has maintained a high standard of teaching. Besides attention to academic excellence, the
school has managed to maintain activities that broaden the mind and spirits: such as a Chess
team that successfully contends against clubs and school teams from bigger urban centers.
The academic performance speaks for itself, based on the scoring system of the state of
Kentucky.

Both as a parent, and a member of the community, I feel that the Jackson Independent School
District deserves support as a District of Innovation.

Sincerely:



Subir Ghosh, MD
Jackson, KY

Rebecca Strong, PMP
93 Deaton Lane
Jackson, KY, 41339
April 23, 2013

David Cook
Director of Innovation & Partner Engagement
1st Floor, Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601

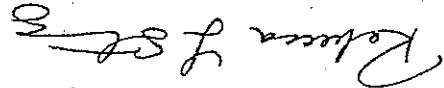
Dear Mr. Cook:

I am writing you to offer my support of the Jackson Independent City School District being named a District of Innovation.

While I am a quasi-parent for 2 students that attend the school, I am also a business-owner in the community. I was born and raised in Breathitt County. After graduating from a very small, private Christian school here, I went on to graduate Magna Cum Laude with a Bachelor of Business Administration in Computer Information Systems from EKU. I now head-up the Project Management Office for a Fortune 500 company. I believe Jackson has accomplished much more than many districts, even those with more resources at their disposal. They have consistently posted high test scores, academic teams have won numerous awards, many students receive academic scholarships and continue on to college, and the list goes on and on. But, it's much more than test scores and awards. The smaller class sizes allow for a nurturing, caring, learning environment that can't be measured and is rarely rewarded, but is invaluable for raising confident, intelligent, successful citizens.

In our area where drug abuse is rampant and many kids are being raised by grandparents or other family members, I believe the only way to enable kids to overcome the perceived strikes already against them is to invest in their education. I fully believe that by being named a District of Innovation, Jackson can partner with area professionals to offer invaluable hands-on learning these kids might never get otherwise. Thank you for your consideration.

Sincerely,



Rebecca Strong

Jamco of Kentucky
DBA Jackson Physical Therapy
695 KY Hwy. 15N, Suite 3
PO Box 803
Jackson, KY 41339
606 666 9293
606 666 9220 - FAX
April 23, 2013

Mr. David Cook
Director of Innovation and Partner Engagement
First Floor Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601

Dear Mr. Cook:

As the owner of Jackson Physical Therapy, I would be eager to join in partnership with Jackson City School to provide educational opportunities for their students.

We will be able to broaden the spectrum of opportunities available to them through the coop program by giving them knowledge and experience in the field of physical therapy. This would include physical therapist, physical therapy assistant, physical therapy tech, office manager, billing and coding. Our business provides physical therapy services in a private practice setting, four school systems, Home Health in Breathitt County and First Steps in three counties. Currently we have two physical therapists, four physical therapy assistants, two physical therapy techs and one office manager.

Jackson City School has demonstrated excellence in academics and we will be more than willing to partner with them for a coop program.

Sincerely,

Katrina Anderson

Katrina Anderson-Boston, P.T.

Dear David Cook:

We, at Jackson True Value, support Jackson City's efforts to become a District of Innovation School. We would be happy to work with students needing internships. We have three areas in our store that we feel would be good for internships.

They are as follows:

Pet Department - learn about care of animals from aquarium fish to dogs. We sell all types of animals and have a large pet department.

Lawn and Garden - learn about care, maintenance, and planting of all types of plants.

Small Engine Repair Shop - learn about repair of lawnmowers, string trimmers, chain saws, generators and etc.

Sincerely,

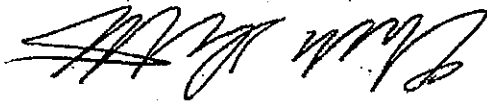
Brenda Bowling

Brenda Bowling

Dear David Cook:

Radio Shack of Jackson is happy to support Jackson City School's efforts to become a District of Innovation. We would be glad to offer co-op positions at our store in Jackson and help in any other way possible.

Sincerely,



Charles Douthett

Family Pharmacy of Jackson

265 Highway 15 S, Suite 2
Jackson, Kentucky 41339

T (606) 666-5519
F (606) 666-9371

rxgrt01@bellsouth.net

April 22, 2013

David Cook

Director of Innovation & Partner Engagement
First Floor Capitol Plaza Tower

500 Mero Street

Frankfort, KY 40601

Dear Mr. Cook,

I attended a Parent Advisory Committee meeting in December 2012 and saw you present information on Districts of Innovation. I was excited as your presentation unfolded--both as a parent and as a business owner in the community.

Allowing our school district to become a District of Innovation would broaden the learning experience of our students. As parents we know that no two children are alike. It's important that we realize that no two children learn in the same way either. While one student may learn best by hearing an instructor lecture, another may learn better by reading material himself. Yet another student may grasp a concept more readily by being more hands-on with material than by either hearing or reading material.

My husband and I are pharmacists and own two independent pharmacies in Jackson. As a business owner in the community, we will support our school district 110%. We would love to partner with our school district to expand learning opportunities for any student who would be interested. We will work with the school to provide co-op programs for students interested in becoming a pharmacist or pharmacy technician. We are willing to tutor students in areas of science and mathematics. We have also spoken with a local physician and will partner with him to help teach a high school chemistry course. By allowing our students to utilize local community leaders, we are exposing them to more resources. The more resources one has, the more likely to be college and career ready upon graduation.

We would love to be part of such a forward-thinking, outside-the-box approach to learning. Please grant Jackson Independent School the opportunity to become a District of Innovation.

Sincerely,

Portia Dunaway

Portia Dunaway



Key Douthitt, M.D.
Family Medicine

Mr. David Cook
Director of Innovation and Partner Engagement
First Floor Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601

Dear Mr. Cook:

The success of our state's school districts has always been dependent on the parents and teachers that support and inspire our youth. The Jackson Independent School District has been an example of what a community can do when it rallies behind a common cause. Academically and financially for over a hundred years, this school district has been supported by the people it serves and it continues to earn that support today.

I am writing you to offer my support for the district's plan to become a District of Innovation. Specifically, I have agreed to teach two courses if the district is selected. I will teach my favorite college course, general chemistry in 2013-14 and will alternate this with a course on memory systems and ACT preparation in 2014-15. I will continue to alternate these courses as long as the district is a District of Innovation.

I am a family physician in the community and look forward to giving back to the school system. I was the recipient of the Freshman Chemistry Award at the University of Kentucky for scoring a perfect score on every test. Subsequently, I was the only sophomore selected to become a teaching assistant for Chemistry Excel. I continued to teach this course the remainder of my undergraduate education. I currently am the elementary academic coach for Jackson Independent leading the team to back-to-back regional Governor's Cup titles by the two largest victory margins in the history of the region.

It would be my pleasure to continue to broaden the minds of our local youth and prepare them for college and career. In my time as a Chemistry Excel teacher, I saw many students struggle with general chemistry and want to prepare them for the challenges ahead. Please strongly consider Jackson Independent's proposal and I promise the students, teachers, and community leaders that support the school will not let you down.

Sincerely,

Key Douthitt

Key Douthitt, MD

Scott Turner
PO Box 1263
Jackson, KY 41339
April 25, 2013

David Cook
Office of Guiding Support Services/General Counsel
Division of Innovation and Partner Engagement
500 Metro Street, 1st Floor CPT
Frankfort, KY 40601

Dear Mr. Cook:

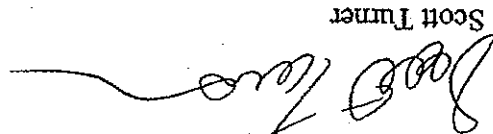
I am writing in support of Jackson Independent School District being designated as a school of innovation. The Jackson Independent School District has consistently achieved high test scores and promoted a high standard of learning while at the same time allowing for students to be known on a personal level by teachers and staff. Currently there are numerous challenges facing school districts due to cuts in funding and archaic rules regarding residency requirements that have created stress for the Jackson Independent District and at times left its future in question.

My son will be graduating this May and has been a student of the system since he began attending in preschool. I am thankful that he has been able to attend 13 years of education in a family atmosphere. The teachers, staff and administration in the Jackson School District have helped foster high expectations and given support when needed. They have prepared him for the future. As a result, he was a 2012 Governor's Scholar, received numerous scholarship offers from several prestigious universities and will be attending the Ohio State University in the fall as an Honor's student to major in chemical engineering.

In addition, I have four daughters that started their academic careers at Jackson and are currently enrolled in the 10th, 8th, 4th, and 2nd grades. My youngest daughter will be attending kindergarten in August. I look forward to seeing what each of them can achieve with the assistance of this forward thinking school district.

This "little school on the hill" in Eastern Kentucky has overcome some incredible obstacles but is tenacious in its advocacy for academic excellence. This is an opportunity for the Kentucky Board of Education to say "what if" we support this school to see what else they can achieve? Thank you for your consideration regarding Jackson Independent School District's designation as a school of innovation.

Sincerely,


Scott Turner

Donna R. Turner
P.O. Box 492
Jackson, KY 41339
(606) 666-8595

Mr. David Cook

Director of Innovation and Partner Engagement

Capitol Plaza Tower

500 Mero Street

Frankfort, KY 40601

Dear Mr. Cook,

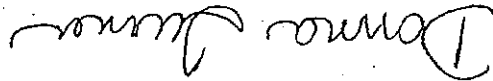
I would just like to tell you how excited I am that Jackson City School in Jackson Kentucky is applying for the District of Innovation status. As a parent of three current students at Jackson City School, I am sure this will be a positive influence for academic excellence, not only for my children, but all the students at Jackson City School.

Lack of funding has limited our ability to acquire essential tools needed for a more advanced education. As an involved and concerned parent, it is my desire that my children receive the best education possible. No matter if we live in a small town in Eastern Kentucky or in a large city, all children should have the opportunity for a great education. I want my children to attend a school that prepares them for college and for life after graduation. I feel that the Innovative School District guidelines are designed to meet my expectations and lead my children in a positive direction to become not only successful in the classroom, but in the community as well.

Being from a small town in the hills of Eastern Kentucky we often rely on the community for support. We are lucky to have a small school with a very supportive group of teachers, parents, and community leaders who are willing to work together for the needs of all the students at Jackson City School. The school is often referred to as a family. The closeness of all the students, from kindergartners to seniors, they all know, love and take care of each other.

I give my full support of the District of Innovation and hope that we receive this status to enhance the education of my children.

Thank you,



Donna Turner

Pugh, Valerie
434 Colts Fork
Jackson, Ky. 4139

valerie.pugh@jacksonind.kyschools.us

April 25, 2013

Dear Mr. Cook,

I am writing you as a parent of a child in the Jackson Independent School System. I moved my child to this school system three years ago from a much larger school district. At the time my child was going into second grade and now he is finishing up his fourth grade year at Jackson Independent. The difference has been amazing. As a parent I have been so pleased with the family atmosphere, the personal attention each child receives because of the smaller-family oriented setting. He has been able to participate in so many more extra-curricula activities here and experience things he would have otherwise not had the opportunity to in a larger school system. For example, he was "Simba" in a school play where he performed musical numbers and sang with faculty, staff, and other students, kindergarten through twelve grade. He also appeared on a local television show called, "Kids in The Kitchen" where he and other classmates were invited to help make a special recipe in front of cameras through our local Breathitt County Extension Office. He has went on numerous trips, and has had the opportunity to begin to learn a different language - Spanish. He has learned how to use more in depth logic while learning to play chess and participate in tournaments.

As a parent I am thrilled that Jackson Independent may have the opportunity to become a District of Innovation. I have attended meetings, talked with teachers, and through research of my own, learned a lot about a District of Innovation. I think it would be great for the students and teachers as well. The thought of our high school students being offered courses like biochemistry, zoology, botany and more that could help them in choosing a career is wonderful. They will also have the opportunity to take collage classes for dual credit. Something I know my own son will love about this is "Fine Arts Friday" which will offer elementary students classes in art, music, drama, dance, photography, and more. My son is very interested in all of these areas and without being a District of Innovation would not otherwise get to experience such classes. I think it is wonderful that elementary teachers are willing to give up a planning time each week to plan activities for each of these classes. In closing I would like to say that Jackson Independent already offers their students unique experiences and advances in education that no one else does. The kids at J.C.S thrive at this school, which is obvious through scores and achievements. Our academic teams, elementary, middle, and high school have accomplished many

wonderful things this year. My son was part of this as well helping to push the team to be number one in the region. If given more opportunities to offer more arts and humanity classes, technology, and college classes our kids would definitely be college or career ready when they leave this school. With all the cuts in education our small but very successful school needs to become a District of Innovation. We are very blessed to have faculty and professional, qualified, community people that have already volunteered to teach courses that will help broaden opportunities available for the students. Although we are and have been facing many challenges with the cuts in education, our small school continues to succeed because of a determined faculty, staff, and group of students that will not go down without a fight.

Sincerely,

Valerie L. Pugh

(A Proud Parent of a Jackson City Tiger)

Valerie L. Pugh